



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5810 S Alameda Rd, Apache Junction, AZ 85218

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Brenda Dee Farris
Schedule : 7:30 AM to 4:30 PM
Grades : K-5
2004 Enrollment : 534
Web Address : www.gces.ajusd.org/
Phone Number : (480) 982-1110
Fax Number : (480) 671-4324
E-mail : bfarris@gces.ajusd.org

Mission

As a learning community we will:

Ensure that every child has the desire and motivation to reach his or her goals.

Empower students to become problem solvers, risk takers, life-long learners and contributing citizens.

The partnership of home and school will model and instill respect, responsibility and integrity so our students will Stand Proud and Bold.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü All students will demonstrate improvement in math problem solving and math computation.

ü All students will demonstrate improvement in reading comprehension.

ü All students will demonstrate improvement in writing using the Six-Trait Process.

ü All students will demonstrate improvement in showing respect toward others and being responsible.

Enrollment

October 1, 2003 School Year Student Enrollment : 516
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 25

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Title I Reading
- ü Communication Skills
- ü English Language Learners
- ü Accelerated Reader
- ü Second Step/Anger Management

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

It is our responsibility to provide a safe atmosphere, a curriculum based upon the state standards and a highly qualified teaching staff. In doing so we ensure that every child has the desire and motivation to reach his or her goals. We empower students to become problem solvers, risk takers, life-long learners and contributing citizens and we create an atmosphere that promotes the home and school partnership to ensure the success of all of our students.

Parents

Parents will support their child's learning and ensure that their child completes homework daily at a designated area. Parents will also communicate frequently with the teaching staff through conversations and attending parent/teacher conferences.

Transportation Policy

Students will follow instructions given by the bus driver and will also show respect to the driver. They will respect the rights of others by keeping their hands and feet to themselves, using inside voices and staying in their designated seat while the bus is moving.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Scored in the Top Ten in Reading on SAT 9	2003
ü Scored in the Top Ten in Math on SAT 9	2003
ü State Stacker's Champion	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	462	75509	99	99	100	531	531	521	7	6	13	9	20	23	59	41	33	26	32	31
All Students (Prior Year)	86	479	75372	100	100	100	522	518	523	5	8	9	33	32	25	35	36	36	27	24	30
Female	34	212	37013	97	98	100	550	531	522	3	6	12	3	23	24	56	37	33	38	34	31
Male	49	249	38430	100	100	99	515	530	521	11	7	14	13	17	22	61	45	33	16	31	31
African American	--	NC	3660	--	NC	99	--	NC	496	--	NC	24	--	NC	31	--	NC	28	--	NC	18
Hispanic	15	94	30486	100	99	99	523	519	505	14	10	18	7	17	29	50	53	32	29	20	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	67	350	35192	99	99	99	532	533	534	5	6	8	9	21	19	62	38	35	24	35	39
Students with Disabilities	17	74	9708	100	100	100	540	510	489	25	21	32	0	21	27	25	21	24	50	36	17
Students without Disabilities	66	388	65801	96	97	98	530	532	525	6	5	11	9	20	23	61	43	34	24	32	33
Limited English Proficient Students	NC	18	16928	NC	100	100	NC	561	485	NC	0	29	NC	0	33	NC	50	26	NC	50	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	35	197	36411	--	--	--	521	522	503	11	7	19	0	20	29	81	48	32	7	25	20
Non-Economically Disadvantaged	48	265	39040	--	--	--	537	536	534	5	6	8	14	20	19	44	36	34	37	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	462	75492	99	99	100	529	527	519	4	4	12	13	17	16	51	53	47	31	26	24
All Students (Prior Year)	86	481	75221	100	100	100	517	520	523	4	6	8	24	18	16	57	59	56	15	17	21
Female	34	212	37014	97	98	100	537	531	523	0	3	10	13	16	15	47	48	48	41	33	27
Male	49	249	38400	100	100	99	522	523	516	8	5	14	13	18	17	55	57	47	24	20	21
African American	--	NC	3665	--	NC	99	--	NC	505	--	NC	20	--	NC	22	--	NC	43	--	NC	14
Hispanic	15	94	30438	100	99	99	532	522	508	7	3	17	14	23	21	50	59	47	29	16	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	67	350	35177	99	99	99	527	527	528	4	4	8	13	16	13	53	53	49	31	27	31
Students with Disabilities	17	74	9707	100	100	100	521	512	495	25	15	33	0	22	21	50	44	33	25	19	13
Students without Disabilities	66	388	65785	96	97	98	530	528	522	3	3	10	14	17	16	52	54	49	32	27	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	515	489	NC	0	34	NC	50	28	NC	50	32	NC	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	35	196	36302	--	--	--	522	525	507	7	4	18	7	16	21	63	57	46	22	23	14
Non-Economically Disadvantaged	48	266	39164	--	--	--	534	528	528	2	4	8	16	18	13	44	50	48	37	28	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	461	75053	99	99	99	555	590	597	13	8	7	13	11	12	67	73	72	7	8	9
All Students (Prior Year)	85	466	73654	100	98	99	531	531	530	5	5	9	16	14	13	71	73	70	8	8	7
Female	34	213	36872	97	98	99	595	617	621	9	3	5	6	7	9	69	80	74	16	10	12
Male	49	247	38109	100	99	99	522	566	573	16	13	10	18	14	14	66	67	69	0	6	6
African American	--	NC	3636	--	NC	99	--	NC	568	--	NC	12	--	NC	16	--	NC	67	--	NC	6
Hispanic	15	93	30235	100	98	98	547	589	575	7	4	9	14	13	14	71	71	70	7	12	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	67	351	35028	99	99	99	555	589	613	15	9	6	13	11	10	65	74	73	7	7	11
Students with Disabilities	17	73	9625	100	100	100	596	537	530	25	19	21	25	30	21	25	48	55	25	4	4
Students without Disabilities	66	388	65428	96	97	98	553	594	604	12	8	6	12	9	11	70	75	73	6	8	10
Limited English Proficient Students	NC	18	16765	NC	100	100	NC	533	525	NC	0	17	NC	50	20	NC	50	60	NC	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	35	194	36077	--	--	--	523	580	566	19	9	10	15	13	16	63	72	69	4	6	5
Non-Economically Disadvantaged	48	267	38950	--	--	--	575	596	618	9	8	5	12	9	9	70	74	73	9	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	471	76019	97	99	100	528	506	499	3	8	14	28	40	39	18	16	14	51	35	33
All Students (Prior Year)	93	477	76230	99	99	100	507	501	498	6	8	12	33	41	38	20	13	12	41	38	37
Female	50	218	37207	98	99	100	534	508	499	2	5	12	20	41	41	23	18	14	55	36	33
Male	48	252	38677	96	99	100	523	505	498	5	11	15	35	39	38	14	14	13	47	35	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	18	81	29458	95	95	100	506	494	480	7	7	20	47	54	48	20	14	12	27	24	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	529	531	NC	20	4	NC	30	29	NC	20	14	NC	30	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	75	365	35880	97	99	100	533	509	515	1	8	7	22	36	32	19	17	16	57	38	45
Students with Disabilities	16	66	9786	100	100	100	512	469	457	0	26	39	50	44	40	17	18	7	33	13	13
Students without Disabilities	82	405	66233	94	97	99	530	510	503	4	7	11	26	40	39	19	16	14	52	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	26	196	35714				490	489	480	9	11	20	45	48	47	27	18	12	18	23	20
Non-Economically Disadvantaged	72	275	40266				541	518	513	2	6	9	22	35	33	15	15	15	62	44	43

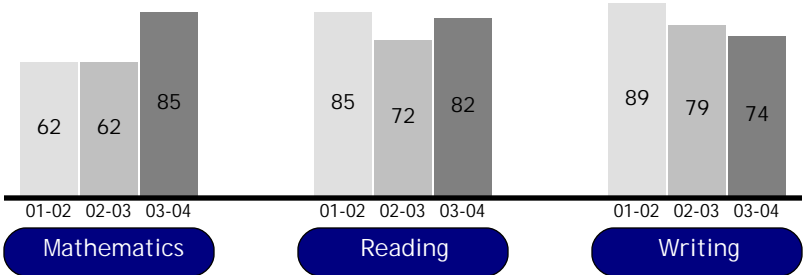
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	469	76020	97	99	100	509	505	503	9	19	25	21	24	23	51	43	40	20	14	12
All Students (Prior Year)	94	480	76202	100	100	100	507	508	505	3	11	19	26	25	24	63	51	46	8	13	11
Female	50	217	37213	98	99	100	510	507	504	9	15	22	18	25	23	52	45	42	20	16	13
Male	48	251	38666	96	98	100	508	503	501	9	22	29	23	23	22	49	42	38	19	13	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	18	81	29442	95	95	99	503	500	494	20	19	37	20	33	26	53	42	31	7	6	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	506	513	NC	20	12	NC	40	19	NC	10	49	NC	30	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	75	364	35890	97	99	100	511	506	511	3	17	15	22	22	20	52	46	48	22	16	18
Students with Disabilities	16	64	9784	100	100	100	492	488	485	33	48	58	33	19	19	33	33	19	0	0	4
Students without Disabilities	82	405	66236	94	97	99	510	506	504	7	17	23	20	24	23	52	44	42	21	15	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	26	195	35703				498	499	494	18	25	37	36	31	26	41	38	31	5	7	6
Non-Economically Disadvantaged	72	274	40274				512	508	509	6	15	17	15	19	20	54	47	47	25	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	465	75673	95	98	100	542	539	530	3	7	12	23	25	25	70	64	58	3	4	4
All Students (Prior Year)	92	470	74692	98	98	99	512	513	502	6	11	18	27	26	27	64	52	47	4	10	8
Female	49	214	37099	96	97	100	547	557	548	7	5	8	16	19	22	73	71	64	5	5	6
Male	47	250	38441	94	98	99	536	522	513	0	9	16	31	30	29	67	58	52	2	3	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	18	80	29305	95	94	99	505	529	507	7	7	16	33	27	31	60	63	51	0	3	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	560	573	NC	10	6	NC	10	16	NC	80	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	73	360	35760	95	98	99	555	543	550	2	6	9	21	26	21	73	64	64	5	4	6
Students with Disabilities	15	64	9706	100	100	100	473	481	462	17	25	36	33	20	32	50	50	31	0	5	1
Students without Disabilities	81	401	65967	93	96	99	547	542	536	3	6	10	23	25	25	71	65	60	4	4	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	25	194	35541				519	530	504	5	7	17	27	28	31	68	62	50	0	2	2
Non-Economically Disadvantaged	71	271	40091				549	545	550	3	7	9	22	22	21	70	65	64	5	5	6

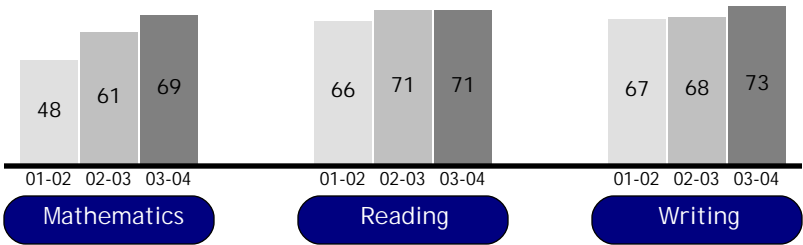
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	47	47	44	97	61	54	50	98	61	NA	58
	Language	98	43	43	39	99	64	49	43	97	48	52	50
	Mathematics	98	61	61	52	97	76	66	57	100	63	66	64
3	Reading	89	55	47	43	100	44	50	47	100	59	NA	55
	Language	89	63	56	50	100	58	58	54	100	70	60	61
	Mathematics	95	67	56	50	100	51	58	54	100	67	66	61
4	Reading	95	63	52	47	99	66	60	52	100	65	NA	56
	Language	92	60	52	45	98	61	55	48	100	57	53	52
	Mathematics	93	65	58	52	100	67	63	57	100	61	62	61
5	Reading	90	45	51	46	97	61	56	50	100	70	NA	55
	Language	88	53	49	43	99	56	53	46	100	57	53	49
	Mathematics	93	63	56	54	98	68	62	57	100	69	62	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Gold Canyon Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü School/Park Partnership w/Pinal County
- Ü Fund Raising Opportunities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	12.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	8	5	0	0
7 to 9 years	1	1	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Computer Lab
- Ü Music Department

Extracurricular Activities

- Ü Intramural Athletics
- Ü Reading Club
- Ü CAMP Gifted Club
- Ü Student Council Meetings
- Ü Art Club
- Ü Tutoring Club
- Ü Stackers Club
- Ü ELL Tutoring

Social Services

- Ü Clothing Drive
- Ü Adopt a Family at Christmas
- Ü Counseling Services
- Ü Thanksgiving Food Boxes
- Ü Crisis Intervention
- Ü Vision Screenings and Glasses
- Ü DES Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Received a Site Incentive Plan Reward for the entire staff based upon increased test scores.

ü All classified staff received merit recognition for above and beyond duty accomplishments.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	54	45
Grades 3-4	84	63
Grades 4-5	65	68

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The principal is highly visible throughout the day in all classrooms to help promote a safe and open feeling with the students. The counselor works one-on-one with students to promote self-esteem. She also facilitates a Second Step Program that teaches skills in empathy, impulse control and anger management. We are now implementing a Code Red Emergency Procedure to prepare for any emergency that may occur on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Brenda Farris	(480) 982-1110
Transportation Policy	Max P. Ragsdale, Sr.	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Merle Yochim	(480) 671-5008
Student Health/Nurse	Joleen Wheeler	(480) 982-1110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.